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ABSTRACT

The annotated bibliography, arranged by major topics as are other documents in the series, comprises one hundred entries. The scope, topics, format, arrangement, and time period covered are similar to SO 005 296. Emphasis is upon providing information on various aspects of education in Maghreb countries. (SJM)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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Vol. 5 No. 2 1971

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PREFACE

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal scholarization.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will be, we hope, not only of use to educators and students, but also of interest to those with a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

T 1. M. Mzali: "l'arabisation est l'un des fondements essentiels de la tunisification" (Arabization is one of the essential foundations of Tunisification). La Presse, February 24, 1971.

The General Union of Tunisian Students (U.G.E.T.) organized an "Arabization Week" which it opened with a conference on "Arabization and Tunisification."

The specific goal of Arabization and Tunisification is to reverse the colonial process of adapting Tunisian citizens to foreign cultures, by instilling in the people a pride in their traditional heritage and reeducating them to think "Tunisian."

The participants agreed that the government's decision to teach more national history and geography and to use more Arabic-language textbooks in schools this year will contribute greatly to the realization of this goal.

M 2. "Les valeurs morales et intellectuelles ne comptent-elles plus?" (Don't moral and intellectual values count any longer?). L'Opinion, March 18, 1971.

The emancipation of Moroccan women has made enormous progress. Women can now go where they please, attend Lycees and Universities, or take courses in specialized schools. They work in various branches of the administration and exercise liberal professions. Their emancipation will be complete when their husbands accord them the esteem and admiration that they deserve.

A 3. "Conférence de presse de M. Benyahya" (The press conference of Mr. Benyahya). Maghreb, No. 47, August-September 1971.

July 23: During a press conference, Mr. Benyahya, Minister of Higher Education and Scientific Research, presented the broad outlines of the program for the reform of higher education.

A 4. Algeria. The Politics of a Socialist Revolution. By David Ottaway. Berkeley and Los Angeles, University of California Press, 1970, 322 pp.

This book is a political history of Algeria from 1962 to 1968 as traced by American press correspondents in Algiers. Well-informed and unbiased, the authors explain the events through the men who made them.

T 5. "Une politique efficace de l'Education Nationale" (An effective program of national education). La Presse. August 7, 1971.

At a press conference, Mr. Chedli Ayari reviewed

the past school year and the results of the Government's program concerning education and professional training.

Tunisia has made enormous progress in education since its independance, and is a model for many third-world countries. There are now 900,000 pupils in primary school, and the numbers in secondary school and at the university have also increased.

Certainly there remain many problems, but the Government's all-out effort to study these problems thoroughly and to create an effective educational program is already yielding successful results.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

A 6. "La pénurie d'enseignants: Primaire: 1,600 moniteurs recrutés. Secondaire: l'année scolaire perturbée" (The scarcity of instructors. Primary school: 1,600 monitors recruited. Secondary school: the school year disturbed). El Moudjahid, January 9, 1971.

A lack of instructors is one of the major educational problems faced by Algeria annually. This year the situation is especially acute. Throughout the whole term the recruiting of "cooperants", or foreign instructors has not ceased.

For secondary and technical teaching, candidates have been sought in France, Belgium and even Canada.

Although it had originally been decided to engage only those candidates who had at least a B.E.G. (General Education Certificate), it was judged necessary to give an exam on December 14 to recruit 700 Arabic-speaking and 900 French-speaking monitors.

The situation is definitely critical.

T 7. "Des commissions permanentes se pencheront sur le dossier de l'Education" (Permanent commissions will study the education dossier). La Presse, March 7, 1971.

During a work session yesterday, Mr. Chedli Ayari announced the formation of permanent commissions on national education, charged with consistently studying the nation's educational programs.

Up to this point Tunisian teaching programs have been transitory and inconsistent, being frequently altered to meet the personal conceptions of each successive Minister of Education.

Thus these permanent commissions will be set up to ensure stability and continuity of the programs and to coordinate them with the nation's economic plans.

M 8. "Prêt de l'I.D.A. au Maroc" (A loan from the IDA to Morocco). Maghreb, No. 47, September-October 1971.

The I.D.A., a branch of the World Bank, has granted Morocco a loan of $8,500,000 for the creation of a National Institute of Pedagogy, and for a Higher Teachers' Training School.

A 9. "Plan Quadriennal 1970-73: Préambule" (Four-year plan: Preface). Algérie et Développement, No. 1, 1970.

The Algerian revolution should guarantee the rights of education and culture, so that all Algerians, both men and women, may enjoy a minimal cultural level and a permanently available education ensuring both continuous promotion in professional activities and an enhanced cultural life. The nation affirms that this minimal cultural level can already be guaranteed to the whole generation of the independence, and the country's enormous educational effort will be noted in the 100,000 university students that the country expects to have in 1980.

M 10. "Une réforme de l'Université" (A University reform). L'Opinion, December 28, 1971.

Last week's editorial in "La voix de l'étudiant" ("The student's voice") was devoted to the university reform which educational authorities have promised.

The commission which is in charge of developing this program of university reorganization will start holding its meetings as of January 15, 1972. Students have already warned that the educational crisis will only increase in scope if no positive results come from these meetings.

T 11. At the close of a convention of the development of Sfax, presided over by Mr. Mansour Moalla - "Les participants adoptent une série de propositions concernant les différents domaines économiques" (The participants adopt a series of proposals concerning various economic fields). La Presse, April 4, 1971.

At the close of a convention on the development of Sfax, the problem of decentralizing higher education was brought up, and the participants remarked on the necessity of opening a second university in Tunisia. There are many arguments supporting this proposal, including insufficient classrooms, laboratories, restaurants and housing for a growing number of students.

There are also reasons why Sfax should be chosen as the site for this new university. Fully one-third of the students now attending the University of Tunis are from southern regions, and the south's economic, human and industrial factors, and Sfax's geographical location as the capital of this region would make it an advantageous choice.

L 12. "Rubrique législative" (Legislative column). Maghreb, No. 45, January-February 1971.

Ministerial decrees: On October 8, 1970, the government issued a decree establishing and defining the

duties of the Higher Planning Council in the field of education. (Journal Officiel, No. 69, November 14, 1970, p. 16)

M 13. "Important discours du Président Allal Al Fassi à l'ouverture des travaux du Conseil National du Parti de l'Istiqlal" (An important speech by President Allal Al Fassi at the opening of the proceedings of the National Council of the Istiqlal party). L'Opinion, December 13, 1971.

One of the principal problems which Morocco faces today is that of education in all its stages. Many changes are constantly being made in the nation's educational policy and programs.

The plan which had originally been decided on to Arabize education has been abandoned. Moreover, courses in Muslim sciences have been greatly reduced in number, and those which are still being taught often have unqualified non-Muslim foreigners as instructors.

T 14. M. Ayari: "L'Education nationale veillera à ce que les textes relatifs à l'augmentation des salaires soient appliqués" (National Education will see to it that the texts relating to salary increases are applied). La Presse, September 26, 1971.

Misinterpretation of circulars addressed to heads and accountants of academic establishments leads to many unjust dismissals and restrictive application of texts relating to salary increases. These events gave rise to a meeting presided over by Mr. Chedli Ayari, Minister of National Education, and by Mr. Habib Achour, Secretary General of the Tunisian General Work Union.

The purpose of the meeting was to review and amend grievances expressed by workers concerning their salaries, professional abuses, and especially the strained relations between school administrators and lower level personnel.

To ensure harmonious relations in the future, a mixed committee, composed of members from all levels of the educational system, will be set up and will meet periodically to hear, discuss and facilitate solutions of the workers' problems, thus ensuring the smooth functioning of the educational system through a spirit of cooperation.

T 15. "Montants et modalités d'attribution des bourses d'études supérieures" (Amounts and terms of the allocation of university scholarships). La Presse, October 17, 1971.

The university scholarships, amounting monthly to 25 dinars for Tunisia, 50 dinars for France and 62.500 dinars for various other countries, are allotted

in installments over the ten-month school year.

The scholarship is granted only after the candidate signs a contract committing him to work for the government for ten years after completing his studies. Supplementary allocations not exceeding 100 dinars may be obtained to cover the cost of books, material and certain specific travelling expenses.

The scholarship may be extended for one or two months for students who must undergo study-related training periods. Scholarship-holders abroad whose training periods exceed one month do not profit from the vacation travel allowance, but instead are allotted a supplement covering the second month, however long their period of training may be.

For specialization scholarships, the monthly amounts are larger. In Tunisia they are from 40 to 60 dinars, while for other countries they range from 62.500 to 90 dinars.

T 16. "Conditions d'attribution des bourses d'études supérieures" (The conditions for the allocation of scholarships for higher education). La Presse, October 17, 1971.

Applications for university scholarships will be accepted starting in July preceding the school year. There are two sorts of scholarship.

1. The national scholarship for higher studies, granted to students holding a baccalaureat or its equivalent, planning to pursue a program of first and second cycles in Tunis, or in exceptional cases abroad.
2. Specialization scholarships, allotted to students who have shown an aptitude for college teaching and scientific research, in order to train a high-level staff of specialists for the nation.

Scholarships are granted by decision of the Minister of Education in accordance with the verdict of a national jury. Each year these scholarships are distributed among the different sectors of national activity, and even non-nationals pursuing their studies in Tunisia are eligible to obtain one.

The conditions for fixing scholarships will be set by a general order of the Minister of Education.

T 17. ". . . et composition et attributions du jury national des bourses" (. . . and the composition and prerogatives of the national scholarship jury). La Presse October 17, 1971.

The national jury is convoked by its president at the start of each period of applications. There are also two permanent committees which are charged with

examining the individual records of scholarship candidates.

The list of candidates granted scholarships is established considering:

- the needs of the country;
- the social and financial situation of the applicant's family;
- the candidate's academic record and aptitude for university study;
- his age.

The scholarship is renewed each year upon proof of success in examinations or positive progress during the preceding year.

Even in cases of failure, however, the scholarship may be renewed by the jury. This renewal is granted once in a college career, in about 80% of the cases of students who obtained an average of 8.20 in at least two of the examination sessions.

EDUCATIONAL STATISTICS

M 18. "Maroc: un effort sérieux pour l'enseignement" (Morocco: A serious educational effort). Jeune Afrique, September 7, 1971.

A loan of $8,500,000 granted to Morocco by I.D.A., a branch of the World Bank, will contribute to the financing of a $13,500,000 educational project the nation has planned. The project includes provisions for new schools and equipment for educational research, teacher training, the improvement of scientific and technical teaching in secondary schools, vocational and agricultural formation and the creation of a technical administration.

L 19. "Le budget de fonctionnement" (The working budget). Maghreb, No. 46, July-August 1971.

A total of 200,714,210 Libyan pounds is allotted to this budget, of which 46.30 million pounds are for Education and Orientation.

A 20. "Programme spécial de Tlemcen: 'une transformation radicale de la physionomie socio-économique de la Wilaya' déclare le Wali" (Tlemcen's special program: "a radical transformation of the socio-economic appearance of the Wilaya" declares the "Wali"). El Moudjahid, January 14, 1971.

The importance that the Revolutionary Government gives to the problems of man's formation is reflected in a special program destined for the district of the Wilaya of Tlemcen. As many classes as have ever existed there will be constructed by this program.

In 1963 there were only 3,900 places in the Tlemcen secondary school; just before the special program there were 6,430 places; at the end of the program there

will be 13,330 places.

As regards technical instruction, an increase of 15,000 places is planned.

The creation of an Institute of Technology at the Wilaya and a 1,000-place Islamic Institute at Tlemcen with a 200-place annex at Nedrona is also planned.

T 21. "Culture et l'enseignement" (Culture and education). La Presse, April 8, 1971.

Although there are 10 public and 3 children's libraries in Sousse, this number is insufficient for the population of 600,000, the 22 secondary and the 223 elementary schools in the city.

There is almost total scholarity in this region (about 90% of the children attend school). This year the number of pupils in elementary school reached 121,012 (71,966 boys and 49,046 girls). For secondary schools the number was 31,031 (22,630 boys and 8,401 girls).

Of the 3,000 students who failed this year, 80% were either guided towards vocational and pre-apprenticeship centers or given steady jobs.

L 22. "Chronologies". Maghreb, No. 46, July-August 1971.

July 4, 1971: Today there are 930 Libyan students who hold scholarships for study abroad.

STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA

T 23. "Instruction et culture" (Instruction and culture). La Presse, August 10, 1971.

When it was suggested that Tunisian students suffer from an "ideological vacuum," Mr. Hedi Nouira, the Prime Minister, responded that it is not a question of an ideological vacuum, but rather of a manifest absence of culture. Tunisian students tend to be interested only in subjects included in their school curriculum, whereas culture and formation can only be acquired through personal inquiry. There is a great difference between being learned and being cultured. Mr. Nouira feels that it is not difficult to remedy this situation, but that it is up to the student to take the initiative and make his place in society.

L 24. "L'arabisation de rigueur" (Compulsory Arabization). Révolution Africaine, January 1-7, 1971.

Libya's severe and rapid Arabization, with its mandatory abolition of all inscriptions bearing Latin characters, has temporarily left many businesses and trades with no signs at all. This situation is bound to create problems for foreign cooperants working in Libya, as well as for oil company employees and tourists.

This Arabization is also accompanied by a strict moral code enforced by a certain number of draconian measures. This puritanism is manifested also by the fact that school girls, high school students and university students are required not only to wear maxi-dresses but also to cover their heads.

A 25. "Enseignement Supérieur" (Higher education). Maghreb, No. 48, November-December 1971.

The decrees of August 25, 1971, issued by the Minister of Higher Education and Scientific Research, deal with the organization of studies leading to diplomas in various branches of learning.

This series of decrees created diplomas for many branches of learning and organized a program of curricula and examinations.

A 26. "Education Nationale" (National education). Maghreb, No. 44, March-April 1971.

Decree No. 71-35 of January 20, 1971, issued by the Minister of Higher Education and Scientific Research concerns the organization of the central administration of this ministry (Journal Officiel, No. 7, January 22, 1971, p. 105).

This central administration will manage the general administration, university planning and orientation, teaching and scientific research.

M 27. "Crise de l'enseignement: Faisons le point. I. La démocratie appliquée dans l'enseignement" (Educational crisis: An evaluation. I. Democracy applied in education). L'Opinion, January 9, 1971.

The manifestations which have once again disrupted the school year in Morocco's secondary schools clearly show the acuteness of its academic situation.

It is apparent that the sporadic promises and minor concessions that the government ordinarily makes to appease these kinds of movements are not enough to relieve the educational crisis that Morocco has been undergoing for the past five years.

Radical reform is needed, and rather than simply attribute these movements to the work of agitators, a logical and frank analysis of the situation should be made and presented to the people.

A 28. "Enseignement: Le francarabe" (Education: Franco-Arabic). Le Monde, January 24-25, 1971.

One professor stated at a conference that the problem of Arabization does not affect scientific terminology, where enormous efforts have been made and where many different scientific subjects are now taught without difficulty. The problem lies, rather,

in the every-day language where no effort has been made and where terminology is lacking.

To dispense with the most urgent concern, the Arabic language was first adapted to science, and it was expected that the population would subsequently create their own common terms. This is progressing slowly and the spontaneous mixture of French and Arabic will undoubtedly continue for some time, despite the already considerable influence of radio and television in familiarizing the people with and conditioning them to Arabic terms.

M 29. "Problèmes de l'enseignement technique: Les programmes changent avec les inspecteurs" (Problems of technical education: Programs change with the inspectors). L'Opinion, December 31, 1971.

The National Commission on Technical Education reviewed the problems concerning this branch of education and published a detailed study in which it suggested solutions for them.

The commission remarked that each inspector who arrives in Morocco sets up a French type of program, without taking into account the educational level of the students, the facilities of the establishments or the needs of the country.

Another problem is that 90% of the French personnel have not received the pedagogic training necessary for teaching.

A 30. "Revue algérienne des sciences juridiques, économiques et politiques" (Algerian review of Legal, Economic and Political Sciences). Alger, No. 3, 1971.

This issue contains the text of a lecture which Mr. Benyahya, Minister of Higher Education and Scientific Research, gave on "The reorganization of higher education." The purpose of this reform is to train the type of staff that the nation needs at a minimum cost. The minister also outlined the measures taken to attain this goal.

EDUCATIONAL ORGANIZATION

Primary Education

M 31. "L'enseignement au Maroc pendant la dernière décade. I. L'enseignement primaire" (Education in Morocco during the last decade. I. Primary education). L'Opinion, December 15, 1971.

The rate of literacy among Moroccan children can be estimated at from 38 to 42%. However, this is a total percentage, and does not show that the literacy rate varies according to such factors as the social

situation, geographic location and the sex of the child.

Secondary Education

A 32. "Des universités populaires seront créées, annonce M. Mouloud Kassem, Ministre de l'Enseignement Originel et des Affaires Religieuses" (People's universities will be created, announces Mr. Mouloud Kasser, Minister of Original Education and Religious Affairs). El Moudjahid, September 10, 1971.

The role of these People's Universities is to ensure a secondary education in the national language to those people who have attended literacy centers. Every citizen must be aware that he can educate himself.

M 33. "Education Nationale: réforme du baccalauréat" (National education: reform of the baccalaureat). Maghreb, No. 47, September-October 1971.

The classic baccalaureat has six sections (original, i.e. religious, letters, modern letters, mathematical sciences, mathematics and technics, experimental sciences and economic sciences), while the technical baccalaureat (which is reserved exclusively to those students holding technical diplomas) has four (management accounting, mechanical construction, electrotechniques, secretaryship). There are two sessions of baccalaureat examinations per year.

Vocational Education

T 34. "Tijani Chelli rend hommage au dévouement des experts suisses tout au long de leur mission en Tunisie" (Tijani Chelli expresses admiration for the devotion of Swiss experts all during their mission in Tunisia). La Presse, March 16, 1971.

Yesterday Mr. Tijani Chelli, Minister of the National Economy, and Mr. M. Marcuard, delegate of the Swiss Federal Council for Technical Cooperation, presided over a meeting where direction of the Sousse Hotel Training School was handed over to the Tunisian government.

The school, which was formerly staffed principally by Swiss cooperants, will now be directed by Tunisian experts who have been trained either at the school itself or in Switzerland.

This transfer of control marks another success for Tunisc-Swiss cooperation, which is not limited strictly to tourism. It extends into other fields such as forestry, agriculture, general education and nursing.

T 35. M. Fraj Jabbès: "l'enseignement technique et professionnel est étroitement lié au développement du pays" (Technical and vocational education is closely related to the country's development). La Presse, February 3, 1971.

In a short speech, Mr. Fraj Jabbès, Secretary General to the Minister of National Education, recalled the broad outlines of the government's educational program and emphasized that any educational policy purporting to be effective must take into consideration the technical and vocational needs of the country. Moreover, education should also train people to exercise a profession which will not only generate progress for the nation, but also ensure the individual's dignity, and a happy productive life.

This is the aim of vocational teaching. But before it can attain this goal, the derogatory image that most people have of trade schools must be changed. It is essential that the government convince parents and students that this form of education is necessary to the country's development and is in no way inferior to other forms of education.

After this point had been stressed, other pertinent problems were discussed, including whether orientation should be imperative or simply advisory, which kind of admission procedures should be used, how job opportunities can be increased, and how a relationship between industry and the schools may be set up.

L 36. "Assurer l'indépendance économique" (Ensuring economic independence). Révolution Africaine, January 1-7, 1971.

Although national education deals only with the formation of high-level personnel and qualified technicians, Libya has created training centers, offering accelerated study courses, in all occupations.

Still, vocational training is one of the major problems Libyan authorities face, especially since, as with oil workers, numerous trainees emigrate from the country leaving Libya to rely on the cooperation of allied nations such as Egypt, Saudi Arabia, Pakistan, Yugoslavia and India.

A 37. "Les instituts de technologie: un vaste chantier pédagogique" (Institutes of technology: a vast pedagogical construction site). El Moudjahid, July 5, 1971.

Towards the end of 1970, 31 institutes across the country received their first classes. Criteria for admission to these schools were much less severe than usual, and most students were accepted only on the basis of aptitude tests. This revolutionary measure corresponds to Algeria's desire to develop to the

maximum its human potential.

A 38. "La Wilaya de Tlemcen" (The Wilaya of Tlemcen). Algiers. Ministry of Information. 79 pp.

Included in the Algerian Government's National Plan are special development programs for the different Wilayats. This brochure presents the projects designed for the Wilaya of Tlemcen. The program affects three key sectors of national activity, industry, agriculture and education.

A 39. "Négociations algéro-soviétiques en matière de formation professionnelle" (Negotiations between Algeria and Russia concerning professional training). El Moudjahid, January 5, 1971.

An Algerian delegation, led by Mr. Kesui, counsellor of the Ministry of Foreign Affairs, left Algiers for Moscow to discuss with Soviet officials the terms of the Protocol of March 24, 1969 concerning professional and staff training. This agreement includes provisions for the sending of qualified instructors to Algeria as well as for scholarships for Algerian students who will be studying in Soviet universities or institutes.

The document also deals with various other subjects relating to cooperation in scientific and technical fields.

L 40. "Chronologies", Maghreb, No. 45, May-June 1971.

A delegation from Libya's Labor Ministry made a visit to Algeria to study the problems of vocational training now existing in the country, between March 15 and 17.

M 41. "Inauguration d'un nouveau centre de formation professionnelle" (The opening of a new vocational training center). L'Opinion, August 2, 1971.

On August 15, in Oujda, the High Commissioner of National Mutual Aid will preside over the inauguration of a new Vocational Training Center for pupils dependent on charity organizations.

Eirene, the international philanthropic foundation whose headquarters are in West Germany, gave a great deal of technical and material aid to the creation of this center.

M 42. "Agriculture et réforme agraire" (Agriculture and Agrarian reform). Maghreb. No. 45, May-June 1971.

Decree No. 2.70.651, passed on February 4, 1971, by the Minister of Agriculture and Agrarian Reform,

concerns the creation of the Royal School of Forestry in Sale (Bulletin Officiel, No. 3042, February 17, 1971).

This school will train water and soil technicians and technical assistants.

T 43. "Aperçu sur l'enseignement supérieur agricole en Tunisie" (A glimpse of higher education in agriculture in Tunisia). La Presse, August 10, 1971.

For a developing nation such as Tunisia, whose national economy is based on agriculture, the importance of agricultural education is enormous. Like most developing countries, Tunisia has been experiencing a sharp population growth, necessitating increased agricultural production and consequently a modern technical staff. Tunis's National Agronomics Institute meets these needs by training high-level Agricultural experts.

At the school, two years of basic scientific training, followed by two years of general agronomics study leads directly to a degree in Agricultural Engineering. Those who show special aptitude may continue their studies for two more years (one year of specialized theoretical formation and one year of practical application), and earn an Agronomic Engineering degree. Both Agricultural and Agronomic engineers may work for public or private enterprises.

Candidates who hold the baccalaureat in math, science, technical math or economic science are admitted after examination of their records. Those who hold diplomas from secondary agricultural schools are admitted after written (competitive) examinations.

Higher education

A 44. "L'Enseignement Supérieur: arabisation" (Higher education: Arabization). Maghreb, No. 48, November-December 1971.

On August 25, 1971, the Minister of Higher Education issued a decree concerning Arabization measures in establishments of higher education.

The teaching of Arabic will be integrated into the foreign language curriculum in such a way that students will be able to use it to work with.

A 45. "Quatre grands principes pour la 'révolution universitaire': démocratisation, option scientifique et technique, arabisation, orientation et contenu de l'enseignement" (Four great principles for the "university revolution": democratization, scientific and technical choice, Arabization, orientation and teaching curriculum). Jeunesse Action, (Belgium) published by the International Institute for Educational Studies. No. 4, 1971.

Algeria, which is desperately in need of executive-level personnel in every area of activity, has radically reorganized its educational system. The system's structure, teaching methods and curriculum have all been completely transformed in order to produce a maximum number of executives at a minimum cost and in the shortest possible time, yet without altering the quality of the education given.

Since one of the objectives of the reform is to create professionals whose training is adapted to national needs, intensive courses in Arabic are mandatory for students who must pursue their studies in a foreign language (mostly French). This is so that they may more readily enter into contact with the people and develop an understanding of the Algerian personality.

A 46. "M. Boualem Benhamouda remet au Président Boumédienne un exemplaire de sa thèse de doctorat en droit" (Mr. Moualem Benhamouda delivered a copy of his law doctorate thesis to President Boumedienne). El Moudjahid, April 7, 1971.

Mr. Boualem Benhamouda, Minister of Justice, brilliantly presented his thesis for Doctor of Laws on "The International Development Association." The jury was presided over by M. Francois Borela, a professor at the Law School of Nancy.

M 47. "Prenant une décision inattendue, le ministre de la santé renvoie près de 70 médecins stagiaires marocains" (Making an unexpected decision, the Minister of Health dismisses nearly 70 Moroccan medical trainees). L'Opinion, January 14, 1971.

In circular No. 66 DA/SPE, the Minister of Health announced his decision to dismiss from their hospital functions all medical students holding the position of intern who had passed their clinical exams, so that they could present their theses within a very brief time limit.

Following this disclosure, the students holding the position of intern held a special meeting in Casablanca where they voted a motion demanding that the students dismissed be reinstated to their posts.

T 48. "L'université et le dialogue" (The university and discussion). La Presse. March 7, 1971.

Students at Tunis's Faculty of Law went on strike after it was announced that obligatory partial exams would be introduced into the educational system.

Considering that this formula of exams is advantageous to the student and increases his chance of success, the mass protest against their adoption both surprised and perplexed authorities.

It can only be concluded that the students have

been misinformed about how the new system works and that a handful of agitators seized this opportunity to generate unrest and create a situation unconducive to student-administrator understanding.

To avoid this kind of predicament in the future, better and clearer methods of communicating information to students must be found, and this is partly the responsibility of the U.G.E.T. (General Union of Tunisian Students).

T 49. "Colloque sur les rapports Enit-Industrie" (Convention on Enit-Industry relations). La Presse, September 23, 1971.

A convention organized by the National School of Engineers of Tunis (ENIT) and concerning ENIT-industrial relations united both students and the teaching corps of the school.

Among the things they discussed were collaboration between the university and industry, and the preparation of future technical staff. Certain questions were also raised about salaries, foreign cooperation, Arabization and Tunisification.

T 50. "Des carrières médicales en Tunisie" (Medical careers in Tunisia). La Presse, July 7, 1971.

The Official Journal of the Tunisian Republic (J.O.R.T. No. 27) published the articles of decree no. 70.40 passed on June 16, 1971, dealing with the organization of medical careers in Tunisia.

Here is a brief summary:

Eight years of study are necessary to obtain the degree of Doctor of General Medicine - 1 year of pre-medical school, 5 years of theoretical study and two years of internship in a hospital.

After this there are three choices:

A. Private practice, with the obligation to work part time in public health establishments for a period of 5 years;
B. Hospital - Public Health careers, which includes part-time or full-time work in public health establishments with the possibility of replacing doctors in private practice who must absent themselves;
C. Hospital - University careers, for which candidates are selected on the basis of two exams: an Assistantship exam and a medical aggregation exam.

MAG 51. "Panorama bimestriel" (Bi-monthly panorama). Maghreb, No. 45, May-June 1971.

This article signals a meeting in Tunis of the Professors of National Administration Schools of the Maghreb, which was also attended by Libyan and Mauritanian professors. It also mentions two impor-

tant conferences organized in Algiers, one on African unity and the other on the reform of the social sciences. Both conferences emphasized the necessity of the university playing a role in these problems.

MAG 52. "Formation médicale et Santé Publique: Préoccupation majeure du 1er congrès des médecins maghrébins" (Medical training and public health: the major preoccupation of the First Congress of Maghreb Doctors). L'Opinion, May 4, 1971.

The first Maghreb Medical Congress was opened on Sunday by the Minister of Health in a huge palace in Casablanca. Algerian, Tunisian and Moroccan doctors, as well as some of the world's leading medical men (especially French) attended the congress.

ADULT EDUCATION

A 53. "L'A.N.P. entièrement alphabétisé en 1971 (The A.N.P., completely literate in 1971). El Moudjahid, March 5, 1971.

At a meeting of A.N.P. leaders, presided over by the president of the Revolutionary Council, one of the most important decisions made was to eliminate illiteracy in the People's National Army this year.

MAG 54. "Conférence à Tanger sur la formation d'administrateurs africains" (A conference in Tangiers on the training of African administrators). La Presse, March 12, 1971.

The 10th session of the board of governors of the Centre africain de formation et de recherche administrative pour le développement (CAFRAD)(African center for training and administrative research for development).

Representatives from fifteen countries, as well as observers from several United Nations organizations assisted at the conference. The delegates are studying the activities of CAFRAD, whose job is to train administrators for all levels of public and private African organization.

In the opening speech, Mr. Naceur Ben Larbi, president of CAFRAD and Secretary General to Morocco's Minister of Foreign Affairs stressed the necessity for closer cooperation in the realization of programs considered by the center.

TEACHER TRAINING

M 55. "Stage d'animateurs" (A training period for animators). L'Opinion, April 1, 1971.

The Minister of State for Cultural Affairs and

Original Education will preside over the beginning session of a training period at the Training Center next week. This training period, which was organized in collaboration with the Minister of Youth, Sports and Social Affairs, will form animators for extra-curricular activities in religious schools.

TEACHING AIDS

A 56. "La recherche et les livres sur l'histoire contemporaine de l'Algérie au cours des dernières années (1962-1970)" (Research and books on the contemporary history of Algeria during recent years (1962-1970)). Paris - Comptes rendus mensuels des séances de l'Académie des Sciences Outre Mer (Monthly reports of the sessions of the Academy of Science abroad), No. 9, 1970.

This is a commentated bibliography of the periodicals and research centers which are interested in the contemporary history of Algeria. It also lists the books which have been published on this subject since 1962.

A 57. "'Le Jardin enchanté' ou la seconde école" ("The Enchanted Garden" or the second school). El Moudjahid, March 3, 1971.

For some time now Algerian television has been broadcasting an afternoon children's program called "The Enchanted Garden." On Thursday afternoons, primary and even secondary school students gather around the television to watch this entertaining show.

L 58. "Learned Societies and Museums." The Middle East and North Africa, Europa Publications. London. p.494.

The list of learned societies with centers in Libya is composed of the following:

- The British Council
- Centre Culturel Français
- Goethe-Institut
- Intellectual Society of Libya
- Instituto Italiano di Cultura
- Petroleum Exploration Society of Libya
- U.S. Information Center.

T 59. "M. Naceur Ben Amor: les livres de la rentrée sont prêts" (Mr. Naceur Ben Amor: the books for the reopening of schools are ready). La Presse, July 2, 1971.

Mr. Ben Amor, President of the STD (Tunisian Distribution Society) announced that for once textbooks have been published and will be available long before the opening of school. Thus, as early as July, students will be able to purchase their books for the coming year.

Mr. Amor recently convinced French publishing houses to sell books to the country at discount prices so that they could be put on the Tunisian market for the same price as in France. He also obtained authority to print, in Tunisia, books edited in France.

The STD published annually far more books, notebooks, etc., than the nation needs, and the president explained that this is because production is now oriented toward exportation to certain other Arab countries whose schools already use Tunisian textbooks.

M 60. "Un livre sur le Maroc publié en Allemagne" (A book on Morocco, published in Germany). L'Opinion, December 10, 1971.

Moroccan and German authors collaborated in the writing of a book on Morocco which the German Institute of Foreign Relations in Stuttgart recently published. One of the chapters of this book deals with education in Morocco.

A 61. "Culture et éducation, tels doivent être les principaux objectifs de l'actualité filmée" (Culture and education: these should be the principal objectives of newsreels). Révolution Africaine, January 1-7, 1971.

Easily understandable and inducing greater audience receptivity by their spectacular nature, newsreels are a very popular means of communicating information.

The impact of filmed information and films in general is considerable and their academic possibilities should be exploited by transforming them into educational vehicles aimed at elevating the intellectual level of the masses.

This mission, as arduous as it may be, is imperative for man's development and his control over his 20th century environment.

RELIGIOUS EDUCATION

T 62. "M. Chedli Ayari: l'Etat accorde une attention particulière à l'épanouissement des valeurs spirituelles et morales de la nation" (Mr. Chedli Ayari: The State gives particular attention to the extension of the nation's spiritual and moral values). La Presse, April 1, 1971.

Mr. Ayari remarked that religious instruction should extend beyond its traditional sphere of spiritual instruction. Islam has a rich linguistic, historic, literary, scientific and philosophic heritage, which has influenced and been influenced by many civilizations. Thus the objective of religious education

should be to give youth a new outlook on the history of foreign civilizations, while preserving the authenticity of the Tunisian-Arab personality.

L 63. "Chronologies". Maghreb, No. 46, July-August 1971.

On May 27, a Libyan delegation left for Morocco in order to attend the proceedings of the Committee of Islamic Propaganda. The members will then travel to Mauritania, Mali and Guinea to brief the heads of these states on the resolutions adopted at the Islamic Conference in Tripoli.

ARTISTIC EDUCATION

T 64. "Le centre de musique et d'art populaire" (The Music and Folk Art Center). La Presse, September 28, 1971.

New educational programs have been introduced in the fields of both music and dance. In most of the governorates, a four-year program of music study has been set up. This program will be completed at the conservatory itself after a selective examination. Three years of secondary school study will lead to the diploma of Arab music, average instrumentation diploma or solfeggio medal. Higher music education at the conservatory will lead to an instrumentation exam, the harmony diploma and the diploma of occidental and oriental composition.

As for dance, a new organization will select pupils from 8 to 12 years old for a preparatory year. After this preparatory year, the best students will be oriented towards classical dance, while the rest will be assigned to general dance classes including folk as well as classical dance courses. This instruction will last 3 years, and will prepare students for another 3-year program at the Academy of Dance, which will end in auditions for the dance prize.

A 65. "Le Théâtre et l'Islam" (The theatre and Islam), by Mohamed Aziza, SNED, Alger, 1970. 80 pages.

Mohamed Aziza, the 29-year-old author and director of international programs on Tunisian radio, has collaborated in the editing of a collective work by UNESCO on the Arab theatre.

"The Theatre and Islam" is the first volume in a series of works devoted to the systematic study of various aspects of Arab culture.

Mr. Aziza has already published a book called "Views on the Arab Theatre," and announces a forthcoming work on Arabic calligraphy.

A 66. "L'école des beaux-arts d'Oran: une pépinière de jeunes talents qui montent" (Oran's School of Fine Arts: a hotbed of rising young talents). El Moudjahid, June 2, 1971.

This school was created by the French 70 years ago. At the time of independence 14 subjects were taught to 116 students by 14 instructors. Today the school is directed by Mr. Sebbagh Nourredine.

M 67. "A l'instar de nos ouvriers qui préfèrent s'installer à l'étranger, nos artistes migrent également vers des contrées plus propices à leurs dons et plus conformes à leurs idées" (Following the example of our workers, who prefer to make their homes abroad, our artists also emigrate to countries which favor their talents and are more consistent with their views). L'Opinion, January 15, 1971.

The future of Moroccan painting is, at the best, uncertain. This branch of art offers few professional openings, even to those who have finished their studies, and so most aspiring young painters are forced to emigrate to other countries where their chances of success are much greater. A typical example is Zouari Mohamed, who now works in advertising in Federal Germany.

Morocco may ask herself what purpose her training schools such as the School of Fine Arts or the Center of Applied Arts serve, since their final product is not profitable to the country.

MAG 68. "Séminaire maghrébin d'archéologie et de musicologie" (A Maghreb seminar on archeology and musicology). Maghreb, No. 47, September-October 1971.

Algeria, Morocco and Tunisia participated in this seminar, which was held in Sidi Ferruch from July 1 to 8. At the sessions, the conferees adopted measures relating to the elaboration of a common program of protection, documentation and research. They also decided to publish an archeological bulletin and to create a center of archeology in Tipaza.

SPECIAL EDUCATION

T 69. "L'Institut de gestion projette la formation de 100 gestionnaires à partir de 1975" (The Institute of Management plans to train 100 administrators, starting in 1975). La Presse, July 6, 1971.

This school's aim is to form the executive-level personnel which Tunisia's economic and industrial organizations need. It also trains university professors to "Tunisify" this personnel, and offers a program of recycling for employees to bring their knowledge up to date and to give them an awareness of Tunisia's

economic reality.

The Institute, which was created with the aid of France and the United States, should aid in strengthening ties between Maghreb nations, since students from all over North Africa pursue studies there.

The Institute expects to increase its number of students to 100 next year, and is also developing a doctoral program.

A 70. Une jeune nation en quête de son passé. Archéologie: un intérêt accru pour la période musulmane (A young nation in search of its past. Archeology: a growing interest in the Muslim period). By Moussi Bouchnak. Le Monde, January 24-25, 1971.

Archeological research in Algeria, which is still in its initial stages, has been under the protection of the department of antiquities since 1962. This organization, controlled by the Ministry of National Education, is in charge of excavating sites and protecting the multiple vestiges of Algeria's past. Each of the fifteen wilayas corresponds to an archeological region.

After independence, the work of the department of antiquities consisted of reinforcing the protection of the numerous archeological sites. The great change which took place in the orientation of research and restoration resulted from the growing interest given to the Muslim, and notably to the Arab, period.

A 71. "L'arabisation et ses aspects sociologiques" (Arabization and its sociological aspects). El Moudjahid, April 3, 1971.

During School Week, philosophy professor Abd'El Magid Meziane gave a lecture at Oran's Cultural Center on Arabization and its sociological aspects.

The speaker traced the various modifications that the Arabic language has undergone since the advent of Islam.

M 72. "Le Maghreb dans la vie internationale" (The Maghreb in international life). Maghreb, No. 46, July-August, 1971.

June 5, 1971: Two Moroccan missions will visit B.I.R.D. headquarters in Washington. One will discuss the financing of a project for a phosphoric acid factory in Safi, while the other will study projects of an educational nature.

M 73. "La notion de culture" (The idea of culture). L'Opinion, May 3, 1971.

In the campaign that third-world countries are

waging against underdevelopment, culture can be a very powerful and effective weapon if it enables workers and farmers to continually acquire scientific and technical knowledge related to their work.

T 74. "La famille tunisienne et l'éducation" (The Tunisian family and education). La Presse, April 2, 1971.

Parents' schools aid parents in their difficult job of child rearing by reeducating them to think in modern terms and by introducing them to scientifically based educational and child development concepts. These schools stop potential social problems at their source by helping parents to understand their children, thus giving them the means of maintaining family unity in this fast-changing age.

Such educational facilities existed in Tunisia before 1969, when attention was diverted to other problems. The void left by the disappearance of the schools is marked by disoriented parents and by an ever-widening "generation gap." It is the responsibility of the government to reestablish family education and to create a national organization charged with the control and coordination of institutions designed for this purpose. Qualified personnel must also be trained, for incompetent teachers would do more harm than good.

M 75. "Le centre de formation professionnelle de Royal Air Maroc: une véritable école de l'aviation civile" (Royal Air Morocco's professional training center: a real school of civil aviation). L'Opinion, July 24, 1972.

This center is growing into a genuine school of civil aviation, and trains not only Moroccan personnel but also citizens of all African nations. Thus sixty African aerial navigation technicians have completed their training at the center.

COOPERATION

T 76. "La coopération tuniso-française" (Cooperation between Tunisia and France). Maghreb, No. 48, November-December 1971.

From October 18th to 21st, the Tuniso-French Commission for Technical and Cultural Cooperation held its annual meeting in Paris. The purpose of this meeting was to establish the Commission's program for 1972. On the 21st, it published a joint report which announced that France would increase its aid in training Tunisian executives.

A 77. "Ordonnance No. 71.55 portant ratification de l'accord de coopération technique entre le gouvernement algérien et le gouvernement italien signé à Alger le 18/6/71" (Order No. 71.55, signed on June 18, 1971 in Algiers, ratifying the agreement for technical cooperation between the Algerian and Italian governments). Maghreb, No. 48, November-December 1971.

This agreement for technical cooperation includes resolutions for granting scholarships, exchanging experts and undertaking common studies and research work.

M 78. "Chronologies." Maghreb, No. 45, May-June 1971.

On April 7, 1971, near the end of his visit in Bucharest, Mr. Lasky, Moroccan Minister of Agriculture, signed an agreement for bilateral cooperation in the field of agronomical research.

L 79. "Panorama bimestriel" (Bi-monthly panorama). Maghreb, No. 46, July-August 1971.

Mr. Mohamed Masmoudi, Tunisia's Minister of Foreign Affairs, made a visit to Libya which intensified cooperative relations between the two nations. Several agreements were signed, especially in the fields of information, culture and air transport.

A 80. "Chronologies." Maghreb, No. 45, May-June 1971.

March 4, 1971: In a declaration published in El Moudjahid, the General Association of French Teachers in Algeria (A.G.E.F.) affirmed that cooperants could sign private contracts with Algeria if Franco-Algerian cooperative relations deteriorate because of the nationalization of Algerian petroleum.

A 81. "Chronologies." Maghreb, No. 46, July-August 1971.

On May 17, Algeria's Secretary of State for hydraulics and the Rumanian firm Ronenergo, signed a contract which placed 50 Rumanian engineers at Algeria's disposal on and after June 15.

A 82. "Coopération algéro-chinoise" (Algerian-Chinese cooperation). Maghreb, No. 47, September-October 1971.

July 19-31: Mr. Bouteflika, who was on an official visit to China, was received by Mr. Chou En Lai on July 23. On the 27th, the two countries signed an agreement for economic and technical cooperation.

July 20: An agreement was signed for Algerian-Chinese cooperation in the field of hydraulics in the wilayates of Aures and Saida.

M 83. "Chronologies." Maghreb, No. 44, March-April 1971.

Three events are described in this article:

1. Mr. El Fassi, Minister of State for Cultural Affairs, held a press conference on January 13 in which he evaluated his department's accomplishments during 1970.

2. In Rabat, an agreement was signed reinforcing and specifying the principles of Moroccan-French cooperation in the field of archeological research.

3. Mr. El Fassi made an official visit to Tunis from January 21st to 28th, to discuss cultural relations with his Tunisian counterpart.

L 84. "Chronologies." Maghreb, No. 46, July-August 1971.

May 10-15: When a delegation from Libya's Ministry of Education made a visit to Tunis, an agreement between Tunisia and Libya was signed for cooperation in the fields of information and culture.

L 85. "Chronologies." Maghreb, No. 46, July-August 1971.

May 31: Libya and the United Arab Republic signed an agreement for technical cooperation in the field of housing.

SPECIAL PROBLEMS

M 86. "Le mouvement de grève se poursuit dans certains lycées et à l'université" (The strike continues in some lycees and at the university). Le Monde, January 28, 1971.

At the beginning of this week about 23,000 high school students, or a little less than 10% of the total number, were still on strike in Morocco's chief cities. The strike has also spread to the university, where students have stopped attending classes in support of the high school students.

The cause of the strike is discontentment with the government's general educational program.

The students consider that ". . . the crisis of our educational system results from its fundamental inadaptation to the economic and cultural needs of the country."

Officials, on the other hand, reminded students of the government's sustained efforts concerning education and denounced the activities of certain "political professionals".

M 87. "Panorama bimestriel" (Bi-monthly panorama). Maghreb, No. 44, March-April 1971.

The student unrest in Morocco, which has disturbed lycee and university functioning for more than a month now, sometimes reaches proportions rarely seen before. The strike started among students of the technical high schools, who demand that a recently-introduced seventh year of study be removed and that their diploma be made equivalent to a technical baccalaureat. Authorities have responded to the strikes by closing the high schools.

M 88. "Chronologies." Maghreb, No. 44, March-April 1971.

January 4-31, 1971. Student unrest in Morocco has precipitated a rather serious series of events:

1. Mr. M. Tahiri, Minister of Secondary, Technical and Higher Education, and Mr. Oufkir, Minister of the Interior, decided to close several institutions.

2. On the 21st, the Habous Court sentenced about a dozen high school students to 5 to 6 months on a prison farm and a fine of 120 dirhams each.

3. On January 19th and 21st, 151 high school students were expelled for their part in the disorder.

4. On the 25th the strike still touched 10% of the students (25,000) and on the 29th new clashes broke out with the police in Casablanca. Two deaths and hundreds of arrests resulted from this violence.

5. On the 30th, two French teachers who had supported the students were interrogated.

M 89. "Chronologies." Maghreb, No. 44, March-April 1971.

February 2-4, 1971. Two French teachers were dismissed after having taken a position in Morocco's educational crisis. Following this, two French teachers' unions called for a 48-hour strike of solidarity. Also, on February 4, the daily papers "Istiqlal," "L'Opinion" and "Al Alam" were seized for having published articles concerning the strike.

T 90. "La famille défaillante" (Those without families), by Abdelmajid Attia. La Presse. April 9, 1971.

Experience has shown that there is simply no substitute for normal family life. Although Tunisia has several institutions which accomodate children who, for various reasons, are either separated from their families or have none, their development within these establishments is beset with problems. Most notably, group living on a

large scale in a cold, depersonalized and artificial society inhibits both the development of affective relationships and the socialization process.

Studies have shown that children's affective states are positively affected by reducing the size of the group. But this is only one small step in advance, and much more research and experimentation must be undertaken so that these institutions may administer to the full range of children needs instead of performing a mere custodial function.

T 91. M. Chedli Ayari: "Il est nécessaire d'adapter judicieusement les méthodes pédagogiques aux exigences de la vie contemporaine" (It is necessary judiciously to adapt pedagogical methods to the needs of modern life). La Presse, July 20, 1971.

The Minister of National Education has noticed that many parents show a lack of interest in their children's schoolwork, either because they do not realize the importance of their role as educators or because their own intellectual level is low.

He emphasized that to help solve this problem, parents must be encouraged to participate in the development of educational programs and parent-teacher associations must be established to create closer ties between school and home. Moreover, seminars must be held to initiate parents and even some teachers into teaching methods and modern concepts.

Mr. Ayari also commented on the degradation of morals within the society. He said that the nation must find educational methods adapted to modern needs, yet preserving traditional values.

A 92. "Chronologies par pays" (Chronologies according to country). Maghreb, No. 44, March-April 1971.

January 2-19, 1971: On January 2, the publication of a communique accusing a faction group of subversive activities within the university was followed by the arrest of 6 students, 2 of whom were immediately released. Some students at the universities of Algiers, Oran and Constantine went on strike to protest against these arrests. The situation was aggravated on January 15 by the dissolution of the National Union of Algerian Students (U.N.E.A.), and on the 19th guards were dispatched to maintain order at the universities.

T 93. "18^{e} congrès des Etudiants Tunisiens" (18th Congress of Tunisian Students). Maghreb, No. 47, September-October 1971.

The General Union of Tunisian Students (U.G.E.T.) held its 18th congress from August 12th to 20th. Many of the motions of the meeting were adopted

only after long discussion and despite strong opposition. A section of the students affirmed the necessity of the U.G.E.T. remaining autonomous with regard to the Party. During the congress a new Secretary-General and a new Administrative Committee were elected.

A 94. "Education Nationale" (National Education). Maghreb, No. 44, March-April 1971.

On January 20, 1971, the Minister of Higher Education and Scientific Research issued a general order prohibiting the holding of meetings, the organization of demonstrations, the distribution of leaflets, motions, resolutions and petitions as well as the posting up of bills, within the nation's university, institutes and schools, and within their dormatories and restaurants.

A 95. "Arrestations en Algérie" (Arrests in Algeria). Maghreb, No. 47, September-October 1971.

July 24: "The Voice of the People" (La Voix du Peuple), the underground mouthpiece of the Opposition Party of the Socialist avant-garde, reported on the recent student and trade-unionist arrests.

L 96. "Chronologies." Maghreb, No. 45, May-June 1971.

March 23: A decree was passed regarding the creation of an interministerial commission within the Youth Ministry. The commission is charged with defining and coordinating the state's action concerning the activities and leisure time of young people.

M 97. "Chronologies." Maghreb, No. 46, July-August 1971.

July 15-20, 1971: During his visits in Algeria and Morocco, Mr. Sayad, Director of the Arab Commission of Culture, Education and Science is studying the coordination of scientific terminology in the Arabic language.

M 98. "Education. Essayez de comprendre votre fille ...!" (Education. Try to understand your daughter!). L'Opinion, January 4, 1971.

This concerns a letter written by a student from the Lycee Omar Khayyam, relating the tragic deaths of two of her companions who were misunderstood by their parents and ill-treated by society.

The two young girls took their lives after receiving a notice that they would have to leave the lycee because they were repeating their year.

M 99. "Absence de débouchés pour les cadres hôteliers" (Lack of job opportunities for hotel staff). L'Opinion, September 3, 1971.

In June 1969, when the first class of Tangiers' Hotel Training School graduated, 60 hopeful young people set out to seek employment, only to find that there were no openings available.

A 100. "Le cercle 'Nedjma' de la JFLN. Des programmes d'action enrichissants pour la jeunesse" (The JFLN's "Nedjma" circle. Enriching programs of action for young people). El Moudjahid, April 5, 1971.

The travel bureau of the JFLN offers young people the opportunity of enriching their experience through travel abroad and encounters with foreign young people. These projects result in the fruitful exchange of ideas. Algerian young people increase their understanding of foreign cultures, while at the same time giving these cultures a clearer idea of the Algerian reality.